**K-5 Math Lesson Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Teacher:** | | | **Grade: 2** | | | **Date(s)**: Day 3 |
| **Unit Title:**  Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:**  Leading up to Task 2: Using the total number of each item in the school store inventory, represent each number multiple ways. Use base-ten blocks, place, and number words. | | |
| **Essential Question(s):** *ALL remain posted throughout entire unit*  How do I compose numbers up to 1,000?  How do you know the value of a number?  How do patterns help me skip count? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Chart Paper   ***Engaging Scenario:*** *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | **Student:**   * 1 Post-it Note per student * White boards/markers * Math journals | | | **place value**  **hundreds/flats**  **tens/longs**  **ones/units**  skip count  counting on | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1** Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones. (Correlates to NCSCOS Math Objective 1.01a)  **2.NBT.3** Read and write numbers to 1,000 using base-ten numerals, number names, and expanded form. (Special Note: Expanded form will be taught in Unit 3.) (Correlates to NCSCOS Math Objective 1.01b) | | | | | |
| **I Can Statement(s):**  I can use number names to read and write numbers to 1000.  **I can use base ten numerals to read and write numbers to 1000.**  I can use expanded form to read and write numbers to 1000. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Numbers are everywhere! Take 30 seconds to investigate the items inside your desk/on the nearest wall. Find one number that has three digits, ideally three digits, to write on your post-it note and find 3 people to share what number you found and where you found your number. *(mix-and-mingle)* | | | | | |
| **Teacher Directed:**  Have your own number available to share with the students. Use the number 172. Explain that the word form is written just like the number is said. We say one hundred and seventy-two (possible ELA connection) and that’s how it is written. Explain that you can also use base ten blocks (flats, longs, and units) to also represent your number. Model/think aloud how you know flats represent hundreds, longs represent tens, and units represent ones. Ask students if they can think of some possible symbols to represent hundreds/flats, tens/longs, ones/units. Use symbols to record what the base tens representation of 172 might look like on chart paper. | | | | | |
| **Guided Practice:**  Find another 3-digit number using student input. Have students work together in groups to write the number: number form, word form, make the base ten representations, and draw base ten representations on white boards. *(Each student could be assigned a job/mission/task)* Repeat with a different number. | | | | | |
| **Independent Practice:**  Take a look at your number and as scientists, let’s dissect (cut apart) your number. Figure out how to create your number using base tens. In your math journal, stick your number on a blank page at the top. Write the number word and use symbols to draw your number in base tens. | | | | | |
| **Closing/Summarizing Strategy:**  Today you’ve learned a new way to show a number by using base ten blocks. You already new how to show it with numbers and words and now you are one step closer to helping the PTA complete their mission. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| [Create numbers to 1,000](http://www.harcourtschool.com/activity/numbers_to_1000/) | | | Use base tens to represent one and two-digit numbers. | | | Pre-teach vocabulary: represent Include number words and place value chart in students’ personal dictionaries. |
| **Assessment(s):**  Math journal entry done in independent practice (informal) | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |